Clinical Internship

Primary Career Cluster:	Health Science
Consultant:	Amy F. Howell, (615) 532-2839, Amy.F.Howell@tn.gov
Course Code(s):	5993
Prerequisite(s):	Any second level Health Science course
Credit:	1-4
Grade Level:	11-12; *Students must be at least 16 years old to be enrolled in this course.*
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the final course in the *Diagnostic Services, Health Informatics,* and *Therapeutic Clinical Services* programs of study. May be incorporated in *Emergency Services* POS after completion of the *Emergency Medical Services* course, or the *Therapeutic Nursing Services* POS after *Nursing Education*, or *Public Health* POS after *Community and Behavioral Health*.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Amanda Hodges, (615) 532-6270, Amanda.Hodges@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit http://tn.gov/education/cte/work_based_learning.shtml.
Available Student Industry Certifications:	Refer to http://www.tn.gov/education/cte/HealthScience.shtml for more information.
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	Teachers must attend WBL training and earn the WBL Certificate provided by the Tennessee Department of Education in addition to an 8 hour Clinical Internship training.
Teacher Resources:	http://www.tn.gov/education/cte/HealthScience.shtml

Course Description

Clinical Internship is a capstone course and work-based learning experience designed to provide students with real-world application of skills and knowledge obtained in a pre-requisite Health Science course. Upon completion of this course, proficient students will be able to pursue certification in the

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pre-requisite course of *Cardiovascular Services* or *Pharmacological Science* once they have graduated and reached 18 years of age. Prior to beginning work at a clinical site, students must be certified in Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR), and deemed competent in basic first aid, body mechanics, Standard Precaution guidelines, and confidentiality. Business Management & Administration concentrators may also take this course as part of a career practicum/work-based learning placement within the *Health Services Administration* program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee work-based learning guidelines.

Note: Student to teacher ratio for this course is 15:1 in a clinical setting.

Work-Based Learning Framework

Clinical experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. The TDOE provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities. Additionally, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at http://www.tn.gov/education/cte/work_based_learning.shtml.

Program of Study Application

This is the final course in the *Diagnostic Services, Health Informatics,* and *Therapeutic Clinical Services* programs of study (POS). This course may also be incorporated in the *Emergency Services* POS after completion of the Emergency Medical Services course, or the *Therapeutic Nursing Services* POS after *Nursing Education*, or *Public Health* POS after *Community and Behavioral Health*. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at http://www.tn.gov/education/cte/HealthScience.shtml.

Course Standards

1) Accurately read, interpret, and demonstrate adherence to safety guidelines appropriate for the roles and responsibilities of an employee of a healthcare facility. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate safety techniques and follow all applicable facility policies and procedures (such as Standard Precautions) related to the clinical placement. Based on placement, document completion of training topics on the appropriate work-based learning (WBL) and work site forms. (TN Reading 2, 3, 4, 6; TN Writing 4)

2) Develop a personalized student-learning plan, in accordance with approved policies, to address the methods for practicing and demonstrating each of the skills identified in the pre-requisite health science course standards. Relate how each skill applies to a placement in a healthcare setting, and document day-to-day applications. Participate in ongoing review and communications around progress of plan with Health Science WBL Coordinator. (TN Reading 1, 2, 3, 4, 9; TN Writing 2, 4, 6, 7, 8, 9)

3) Observe and analyze organizational culture and practices. For example, analyze how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues. Seek information from supervisors and other employees about appropriate

methods of pursuing employment in the industry, and determine what knowledge, skills, and educational credentials are required. (TN Reading 2, 9)

4) Apply learning experiences from clinical placement to review and update an education and career pathways plan based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources and support to improve skills. (TN Reading 4)

5) Identify and ask significant questions to solve student-identified challenges or areas of improvement in the workplace. Use inductive and deductive reasoning methods to recognize faulty reasoning, and to understand problems and alternative solutions.

6) Analyze patient quality assurance methods used by clinical sites. Solve problems using systems thinking, e.g., by understanding problems in terms of complex processes and environments. Identify key components and relationships that enable, influence, and produce outcomes. (TN Reading 3, 7, 8)

7) Review the Health Insurance Portability and Accountability Act (HIPAA) concepts and investigate methods to assure confidentiality within the healthcare setting. Employ techniques to ensure the client/patient's rights are maintained. (TN Reading 1, 2, 4, 5, 9)

8) Demonstrate integrity and ethical behavior when engaging in all worksite activities, including the use of tools and materials, documentation of hours, handling of money, billing of clients, sharing of information, and completion of all personnel-related forms. Identify an actual or potential work site ethical issue and construct an argumentative essay outlining how to the issue should be resolved, including claims and counterclaims with relevant data to support conclusions. (TN Reading 4; TN Writing 1, 4, 8)

9) Articulate ideas effectively in written personal communications with supervisors, coworkers, and customers using appropriate medical terminology and revising as necessary. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers. Develop and deliver messages effectively in oral presentations. Demonstrate effective listening skills, attending to the meaning and intention of communication, and accurately paraphrasing what has been heard. Communicate effectively with individuals of diverse backgrounds who may also speak languages other than English, using foreign language skills and facility resources as appropriate. (TN Reading 3, 4, 9; TN Writing 4, 5)

10) Work effectively as a member of a team and address conflict with sensitivity and respect for diverse points of view. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate leadership where appropriate to collaborate on workplace tasks. Effectively employ meeting management strategies, such as agenda setting, time keeping, and meeting facilitation strategies, and list action items to identify and schedule next steps.

11) Access information efficiently, using sources appropriate to task, purpose, and audience. Distinguish between credible and non-credible sources, including the difference between advertising and legitimate research. Evaluate information for usefulness, bias, and accuracy, and question information that may not originate from credible sources. Demonstrate the ability to

organize and manage information effectively and efficiently. Demonstrate ethical and legal use of information, including adherence to all rules and regulations related to sharing of protected information. (TN Reading 2, 3, 4, 9; TN Writing 4, 8, 9)

12) Use appropriate technology in the classroom or clinical setting for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects. (TN Reading 2, 9; TN Writing 6, 9)

13) Access and manage online communication and information, such as electronic medical records, using multiple digital devices such as laptop computers, tablets, smart phones, etc. Demonstrate adherence to all rules and regulations related to the use of electronic tools and the Internet, including appropriate protection of passcodes and adherence to all security protocols. (TN Reading 3, 7, 8, 9; TN Writing 6, 9)

14) Complete tasks as directed with supervision, knowing when to ask questions or request guidance. Exhibit resourcefulness and initiative in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate how to learn and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, workplace, and/or industry. Explore deeper content independently and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations. (TN Reading 3, 4; TN Writing 8, 9)

15) Exhibit professionalism and respect when interacting with coworkers, supervisors, and customers. Demonstrate reliability and responsibility in attendance and in following through on assigned tasks, and provide timely communication with supervisor(s) when circumstances change. Understand and adhere to appropriate workplace non-discrimination standards on the basis of sex, race, color, age, national origin, religion, disability, marital status, sexual orientation, gender identity, pregnancy, veteran status, or any characteristic of a person or group unrelated to the workplace. Respect cultural differences and work effectively with people from diverse social and cultural backgrounds.

16) Exhibit flexibility by (a) adapting to varied roles, jobs responsibilities, schedules and contexts; (b) working effectively in a climate of ambiguity and changing priorities; and (c) dealing positively with praise, setbacks, and constructive criticism.

17) Manage time and projects effectively by (a) setting goals; (b) developing and using a system for prioritizing, planning and managing daily work; (c) persisting in the face of challenges; and (d) seeking assistance and adjusting plans to adapt to changing circumstances. Demonstrate attention to detail and accuracy appropriate to the task. Demonstrate accountability to supervisors, coworkers, and customers by delivering work to agreed-upon standards; accepting constructive criticism; completing designated projects on time; and exhibiting pride in workmanship.

18) Update the Health Science student portfolio that illustrates mastery of skills and knowledge outlined in the Health Science pre-requisite course standards and applied in the *Clinical*

Internship experience. Compile artifacts and similar work products reflecting thoughtful assessment and evaluation of the progression against goals in the personal growth plan. Artifacts may include:

- Career and professional development plan
- Resume
- Documentation of clinical hours at each site
- List of responsibilities undertaken throughout the placement
- Examples of materials developed and used throughout the placement
- Periodic journal entries reflecting on tasks and activities
- Supervisor evaluations and observations
- Approved WBL forms
- WBL coordinator evaluations and observations

(TN Reading 1, 3, 4, 9; TN Writing 2, 4, 5, 8, 9)

Standards Alignment Notes

*References to other standards include:

- TN Reading: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- TN WBL: Tennessee Work-Based Learning Standards